**[Background to teaching and learning strategies](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Background-to-teaching-and-learning-strategies)**

**Thinking**

* [Activating prior knowledge](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Activating-prior-knowledge)
* [Collaborative posters](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Collaborative-posters)
* [Combining tasks](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Combining-tasks)
* [Concept circles](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Concept-circles)
* [Concept map](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Concept-map)
* [Concept star](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Concept-star)
* [Consensus: Co-operative learning](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Consensus-co-operative-learning)
* [Disappearing definition](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Disappearing-definition)
* [Ensuring maths units meet the needs of ESOL students](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Ensuring-maths-units-meet-the-needs-of-ESOL-students)
* [Freeze frame](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Freeze-frame)
* [Hot potato](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Hot-potato)
* [Information transfer](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Information-transfer)
* [Learning grid](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Learning-grid)
* [Matching exercise](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Matching-exercise)
* [Plus, minus, interesting](http://wwwfp.education.tas.gov.au/english/PMI.htm) (Tasmania Department of Education website)
* [Scaffolding](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm) (North Central Regional Educational Laboratory website)
* [Sequencing](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Sequencing)
* [Skills Flow task explanation (RTF 22KB)](http://esolonline.tki.org.nz/content/download/5369/31746/file/Skills+Flow+task+explanation.rtf)
* [Think, pair, share](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Think-pair-share)

**Writing**

* [Checklists for writing](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Checklists-for-writing)
* [Creative cloze](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Creative-cloze)
* [Dictogloss](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Dictogloss)
* [Double entry journal](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Double-entry-journal)
* [Features of text forms](http://esolonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms)
* [Graphic organisers](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Relationships-between-ideas-and-common-patterns)
* [Guided writing](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Guided-writing)
* [Joint construction of text](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Joint-construction-method)
* [Learning logs](http://olc.spsd.sk.ca/DE/PD/instr/strats/logs/) (Instructional Strategies Online website)
* [Note taking](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Note-taking)
* [Peer editing](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Peer-editing)
* [Quick writing](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Quick-writing)
* [Sentence combining](http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=231) (EPPI-Centre website)
* [Shared writing](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Shared-writing)
* [Summarising](http://www.wested.org/stratlit/ideas/twentyfiveword.shtml) (West Ed website)
* [Writing frames](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Writing-frames)

**Speaking/Listening**

* [4/3/2](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/4-3-2)
* [Ask and answer](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Ask-and-answer)
* [Barrier exercises](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Barrier-exercises)
* [Co-operative Problem Solving - Measurement (RTF 64KB)](http://esolonline.tki.org.nz/content/download/4827/29419/file/Co-operative+Problem+Solving+-+Measurement.rtf)
* [Consensus (RTF 2MB)](http://esolonline.tki.org.nz/content/download/4828/29422/file/Consensus.rtf)
* [Consensus round/Reaching a consensus](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Consensus-round-Reaching-a-consensus)
* [Developing high level questions](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Developing-high-level-questions)
* [Dictogloss](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Dictogloss)
* [The doughnut](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/The-doughnut)
* [Finding out tables](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Finding-out-tables)
* [Four corners](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Four-corners)
* [Listening Dictation (RTF 2MB)](http://esolonline.tki.org.nz/content/download/4829/29425/file/Listening+Dictation.rtf)
* [Listening round/Round-robin](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Listening-round-Round-robin)
* [New ideas/Novel ideas only](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/New-ideas-Novel-ideas-only)
* [Picture Dictation (RTF 2MB)](http://esolonline.tki.org.nz/content/download/4836/29455/file/Picture+Dictation.rtf)
* [Picture Matching (Word 4MB)](http://esolonline.tki.org.nz/content/download/4837/29458/file/Picture+Matching.doc)
* [Running dictation](http://www.britishcouncil.org/flasonline-lessons-all-ages-running-dictation-updated.doc) (Word)
* [Role-play cards](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Role-play-cards)
* [Say it!](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Say-it%21)
* [Scaffolded note-taking](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Scaffolded-note-taking)
* [Shared dictation](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Shared-dictation)
* [Speaking frames](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Speaking-frames)
* [Split information](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Split-information)
* [Strip stories](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Strip-stories)
* [Verb stories](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Speaking-Listening/Verb-stories)

**Reading**

**Before reading:**

* [Anticipatory reading guides](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Anticipatory-reading-guides)
* [Graphic organisers](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Graphic-organisers)
* [KWL](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/KWL-chart)
* [Preview/Simplified text summary](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Preview-Simplified-text-summary)
* [SQ4R](http://forpd.ucf.edu/strategies/stratsq4r.html) (Florida Online Reading Professional Development website)

**During reading:**

* [Comprehension strategies](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Comprehension-strategies)
* [Three Common Features of Cohesion (RTF 16KB)](http://esolonline.tki.org.nz/content/download/6545/37897/file/Three+Common+Features+of+Cohesion.rtf)
* [Language demands of a text book](http://www.literacymatters.org/content/readandwrite/textbook.htm) (Literacy Matters website)
* [Language features](http://esolonline.tki.org.nz/)
* [Relationships between (RTF 2MB)](http://esolonline.tki.org.nz/content/download/15832/109941/file/Relationships+between.rtf)
* [SQ4R](http://forpd.ucf.edu/strategies/stratsq4r.html) (Florida Online Reading Professional Development website)
* [Think-alouds](http://readwritethink.org/lessons/lesson_view.asp?id=139) (International Reading Association website)

**After reading:**

* [Anticipatory reading guides](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Anticipatory-reading-guides)
* [Comprehension strategies](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Comprehension-strategies)
* [Co-operative reading/Reciprocal teaching](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Co-operative-reading-Reciprocal-teaching)
* [Features of text forms](http://esolonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms)
* [Five Ws and an H](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Five-Ws-and-an-H)
* [Interactive cloze](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Interactive-cloze)
* [Jigsaw reading](http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/) (Instructional Strategies Online website)
* [Paired reading](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Paired-reading)
* [Questioning](http://www.pgcps.pg.k12.md.us/%7Eelc/isquestiontopromote.html) (PGCPS learning community website)
* [Reading in four voices](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Reading-in-four-voices)
* [Reading overview grid](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Reading-overview-grid)
* [Scaffolding reading](http://www.wested.org/stratlit/ideas/readingprocess.shtml) (West Ed website)
* [Shared reading](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Shared-reading)
* [Sorting relevant from irrelevant material](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Sorting-relevant-from-irrelevant-material)
* [SQ4R](http://forpd.ucf.edu/strategies/stratsq4r.html) (Florida Online Reading Professional Development website)
* [Summarising](http://www.wested.org/stratlit/ideas/twentyfiveword.shtml) (West Ed website)
* [Three level reading guides](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Three-level-reading-guides)

**Vocabulary**

* [Before and after vocabulary grids](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Before-and-after-vocabulary-grids)
* [Building vocabulary knowledge with bilingual flash cards](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Building-vocabulary-knowledge-with-bilingual-flash-cards)
* [Clarifying unfamiliar words](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Clarifying-unfamiliar-words)
* [Clines](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Clines)
* [Collocation](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Collocation)
* [dominoes (PDF 24KB)](http://esolonline.tki.org.nz/content/download/4469/27485/file/dominoes.pdf)
* [Learning vocabulary](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Learning-vocabulary)
* [Mind mirror](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Mind-mirror)
* [Structured overview](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Structured-overview)
* [Vocabulary jumble](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Vocabulary-jumble)
* [Vocabulary revision activities](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Vocabulary-revision-activities)
* [Whispering game](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Whispering-game)
* [Word grids](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Word-grids)
* [Word clusters/maps](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Word-clusters-maps)

**Metacognition**

* [RIQ (also called 3,2,1)](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Metacognition/RIQ-also-called-3-2-1)
* [SQ4R](http://forpd.ucf.edu/strategies/stratsq4r.html) (Florida Online Reading Professional Development website)
* [Thinking aloud](http://www.wested.org/stratlit/ideas/animalcreations.shtml) (West Ed website)

Adapted by Helen Panayiodou from http://esolonline.tki.org.nz/